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ABSTRACT

This document is a manual for users of the Pupil Record of School Experience (PROSE) technique of classroom observation. PROSE is a mark-sensing sheet of paper testing 148 categories of student behavior, and providing spaces in which the recorder can indicate which of them he observes. A reproduction of the form is given and its use is carefully detailed. (MH)

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RECORDING INDIVIDUAL PUPIL EXPERIENCES IN THE CLASSROOM

A MANUAL FOR PROSE RECORDERS

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RECORDING INDIVIDUAL PUPIL EXPERIENCES IN THE CLASSROOM
A MANUAL FOR PROSE RECORDERS

The Pupil Record of School Experience (PROSE) form is a mark sensing or "machine scorable" sheet of paper testing 148 categories of behavior and providing spaces in which the recorder can indicate which of them he observes. The basic unit of observation is the cycle, and provision is made for recording three cycles on one sheet. The experiences of each pupil are recorded on a different sheet.

Figure 1 shows the front of the form. In the upper left hand corner provision is made for recording identification numbers to be read by the machine which will ultimately record and score the records. In the lower right hand corner in a space labeled REMARKS, the recorder notes the name of the pupil to be observed, what he is wearing, or any other information to be used in recognizing the pupil.

The eleven numbered items are called "words"; each event to be recorded is described by marking one alternative to each word that applies in the same column. The first event in cycle A will be recorded in column 1 under cycle A; the third event in cycle B will be recorded in column 3 under cycle B, etc.

The recorder should use a soft pencil and make a bold black mark in the appropriate box. Erasures should be avoided; if one is necessary, it should be "cleaned up" after the observer has left the classroom and before any attempt is made to process the record. Under no circumstances may two alternatives be marked on the same word in the same column.

A timing device has been constructed for use in recording statements, which consists of a small box connected to an earphone worn in the recorder's ear. The device emits an audible signal at intervals of approximately 25 seconds, and it is only what is happening at the point in time when the timer signal is heard that the observer records. He may and should observe as much as he can of what happens between times, but only those events that happen at the same moment as the timer sounds are to be recorded.

The back of the form (shown in Figure 2) is used to record additional information about what happened during a cycle of five events, just after the cycle ends. The items numbered 1-5 are used to record static conditions; those numbered 6 and 7 to record certain events called signs; and Item 8 is used to record materials and locations.

In the upper right hand corner of the back of the PROSE forms there is a space in which the identification numbers recorded on the front are copied.

PERSONAL RECORD OF SCHOOL EXPERIENCE

A B C D E F G H I J K L M N O

CYCLE A CYCLE B CYCLE C

1.	INIT		INIT
	STAR		STAR
	PART		PART
	LSWT		LSWT
2.	TCHR		TCHR
	AA		AA
	TAA		TAA
	OBS		OBS
	OTH		OTH
3.	POS		POS
	PRM		PRM
	SHTL		SHTL
	LSQU		LSQU
	DO4		DO4
	CNTR		CNTR
	NEG		NEG
4.	AGR		AGR
	INIT		INIT
	COOP		COOP
	WTHD		WTHD
	RST		RST
5.	AGR		AGR
	INIT		INIT
	COOP		COOP
	WTHD		WTHD
	RST		RST

CYCLE A CYCLE B CYCLE C

6.	CNTC		CNTC
	MTL		MTL
	VRB		VRB
7.	OSOG		OSOG
	OSSG		OSSG
	SSOG		SSOG
	SSSG		SSSG
8.	COOP		COOP
	DSTR		DSTR
	RIS		RIS
	WOA		WOA
	DSRP		DSRP
9.	HIWL		HIWL
	MDWL		MDWL
	HINL		HINL
	MDNL		MDNL
	LOW		LOW
10.	FANT		FANT
	DVG		DVG
	CVG		CVG
	WRK		WRK
	KIN		KIN
11.	POS		POS
	NEG		NEG

REMARKS

DO NOT WRITE BELOW THIS LINE

Figure 1. Statement Side of PROSE Form.

1. ARITH	A	B	C
ARTCRF	A	B	C
EXGM	A	B	C
FRPL	A	B	C
HLTHYG	A	B	C
LANG	A	B	C
MUSRTH	A	B	C
RSTSNK	A	B	C
RTNTRN	A	B	C
SCI	A	B	C
SENS	A	B	C
SOSK	A	B	C
SOST	A	B	C
3. NEXT	A	B	C
NEAR	A	B	C
MID	A	B	C
FRNG	A	B	C
OUT	A	B	C
5. ATT EXC	A	B	C
ATT TNS	A	B	C
NSY EXC	A	B	C
NSY BSY	A	B	C
QU BSY	A	B	C
QU IDL	A	B	C

	A	B	C
2. SHOW	TO	TO	TO
TELL	IO	TO	TO
LEAD	TO	TO	IO
DSCS	TO	TO	TO
PEER	TO	TO	TO
MNG	TO	TO	TO
SPVS	IO	IO	IO
RSRCE	TO	TO	TO
HSKP	TO	TO	TO
INDATT	TO	TO	TO
LSWT	TO	TO	TO
NCNT	TO	TO	TO
4. ONE	A4	A4	A4
TWO	A5	A5	A5
3-5	A4	A4	A4
6+	A4	A4	A4
ALL	A4	A4	A4

6. USED NUMBERS	A	B	C
USED WORDS	A	B	C
SNG, TKD TO SLF	A	B	C
HELPED OTHER P	A	B	C
COMFORTED P	A	B	C
SHAFF P	A	B	C
ASKED P FOR HELP	A	B	C
REC'D HLP, AFF	A	B	C
REJECTED BY GRP	A	B	C
ACCIDENT, HURT	A	B	C
SHOWED FEAR	A	B	C
CRIED	A	B	C
LOST TEMPER	A	B	C
TATTLED	A	B	C
LED OTHER P	A	B	C
BOSSED OTHER P	A	B	C
WRECKED SOMETHING	A	B	C
REFUSED HELP	A	B	C
RESISTED AD	A	B	C
DISOBEYED	A	B	C
SHOST TO AD	A	B	C
RID	A	B	C
BAD EX	A	B	C
GOOD EX	A	B	C
CHORE, ERRAND	A	B	C
SHAFF AD	A	B	C
WAITED	A	B	C

	A		B		C	
7. CLD4OT	P	W	P	W	P	W
THRT	P	W	P	W	P	W
LSTMP	P	W	P	W	P	W
LFTW	P	W	P	W	P	W
PHRSTR	P	W	P	W	P	W
8. ART (PAINT, CLAY)	M	L	M	L	M	L
CRAFT	M	L	M	L	M	L
MUSICAL INSTR	M	L	M	L	M	L
BOOKS, WRITING	M	L	M	L	M	L
PUZZLES, QU GAMES	M	L	M	L	M	L
BLOCKS	M	L	M	L	M	L
WHEEL TOYS	M	L	M	L	M	L
TOOLS, WK BENCH	M	L	M	L	M	L
SAND	M	L	M	L	M	L
GYM, EXERCISE	M	L	M	L	M	L
PET	M	L	M	L	M	L
CLOTHES, JEWELRY	M	L	M	L	M	L
FOOD, WATER	M	L	M	L	M	L
DOLLS	M	L	M	L	M	L
HOMEMAKING	M	L	M	L	M	L
CLEANUP TOOLS	M	L	M	L	M	L
AUDIO-VISUAL DEV	M	L	M	L	M	L
SP INSTRC DEV	M	L	M	L	M	L
SCIENCE EQUIP	M	L	M	L	M	L
ASSIGNED SEAT		L		L		L
TEACHER'S DESK		L		L		L
OPEN AREA		L		L		L
TOILET		L		L		L
PLAYGROUND		L		L		L
OUT OF ROOM		L		L		L

Figure 2. Context Side of PROSE Form.

Recording Adult-Child Contacts

When the click sounds, the recorder notes what is happening to the child and then marks one alternative to each of the eleven items or words in column 1 under cycle A (see answer sheet). The complete set of marks in this column is called statement 1 of cycle A, and the behavior it describes is called the first event in cycle A.

One of the four alternatives on the first word (INIT, STAR, PART, LSWT) is marked when the pupil is observed in contact with--i.e., paying attention to or receiving attention from an adult, when the timer sounds. Otherwise the first word, and the second and third as well, are omitted from the statement.

Which of the four alternatives is marked when the child is attending to an adult depends in part on whether she (we shall use the feminine pronoun in referring to any adult) is also paying attention to the child. If the adult is not paying attention to the child, either 1.INIT or 1.LSWT is marked according to whether the child is trying to get the adult's attention or not. If the child is not seeking attention from the adult, but is attending to her while her attention is on another child or on some other matter, 1.LSWT (listening, watching) is marked.

If the child is soliciting from the adult some level of attention different from what he (we shall use the masculine pronoun in referring to a pupil) is receiving at that moment, 1.INIT (initiating) is marked.

Thus, if a child stands near a teacher with a sample of work in his hand (which he apparently wishes to show to the teacher), while the teacher speaks to someone else, 1.LSWT is marked. If the child is tugging at the teacher's hand, if he says, "Mrs. Smith!" Mrs. Smith!" or tries to show her the paper without waiting for her to finish, 1.INIT is marked.

If when the timer sounds, the teacher is observed in the act of responding to the pupil, word one is marked at 1.INIT even though the act of initiation may have occurred some moments previously, because the observed event was initiated by the pupil.

This is a good example of an important distinction to be made between observing and recording. The recorder records only the event that is going on when the timer clicks; but she observes as much of what precedes that signal as she can, and uses that information in deciding how to record the event she

sees at the moment indicated by the timer. For example, if at that moment the recorder sees the teacher telling the pupil something, the teacher's behavior will be recorded by marking the third word at 3.SHTL; but what will be marked at the first word may depend on what led up to that event. Has the pupil just asked the teacher a question which she is now answering? Then 1.INIT should be marked. If the teacher has volunteered the information or is answering a question asked during some other cycle, 1.STAR or 1.PART should be marked (according to the cues discussed below). The word can be recorded accurately only if the recorder has observed what has been happening before the timer goes off, but she records only what is happening at that moment.

The last two options on the first word 1.STAR and 1.PART are marked only when the adult is paying attention to the pupil or a group of which he is a member. If the adult is paying individual attention to the pupil--attending to him differently than to any other child, 1.STAR is marked. If the adult is attending to him only as one of a group (of two or more) who are all receiving equal attention from her, 1.PART is marked. When the teacher speaks to the pupil as an individual--asks him a question, or tells him something, perhaps, 1.STAR is marked.

If any one of the four alternatives on the first word has been marked, the recorder next marks that one of the five alternatives to the second word which best describes the adult to whom the child's attention was directed. 2.TCHR is marked if it is the teacher in charge of the class. 2.AA is marked if it is an adult aide, assistant teacher, or paraprofessional assistant to the teacher, 2.TAA if it is a teenage aide or older child serving in such a role. 2.OBS is marked when the child is watching, interacting with, or otherwise manifesting awareness of the observer herself. 2.OTHER is marked when some other adult is the one--a visiting parent, perhaps; a custodian, the school principal, or whoever. This word must be marked every time the first one is marked.

If the observer has marked the first two words, indicating that the child being observed is in contact with an adult, she must next use the third word to describe what the adult is doing. If words one and two are not marked, the behavior of the teacher or any other adult who may be present is not recorded here. The third word only is left blank when the adult ignores a pupil initiation.

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In marking the third word, the first question the recorder must answer is whether the adult in question is expressing feeling--that is, indicating approval or disapproval, pleasure or displeasure, liking or disliking; if he is, the mark is made at 3.POS if the feeling is positive, at 3.NEG if it is negative.

If there is no manifest feeling or affect in what the adult is doing at the time when the timer sounds, the observer should decide whether she is concerned with procedural matters. If the adult is encouraging the child (or children) to choose for himself what he will do (Would you like to be next at the easel?) or expressly allowing him to do something he has asked to do (Yes, you may go to the bathroom.) 3.PRM (permissive) is marked. If she is pressing the child to conform to what the teacher wants him to do (Let's all straighten out our tables, now.) or wants him not to do (David, stop that!) 3.CNTR (control) is marked. If the teacher herself does something for the child that he has been trying, or may wish, to do for himself (as when she buttons the pupil's coat or cuts out part of the Mother's Day card he is trying to make himself), the recorder marks 3.DOL.

If none of the above alternatives apply, the recorder asks herself whether the teacher is demonstrating, explaining, telling a story, reading aloud, or otherwise "teaching" (in the popular sense of the word) the pupils something. If so, 3.SHTL is marked. If not, and the teacher is either asking a question or listening to a pupil--or perhaps merely watching the pupil without saying anything--3.LSQU is marked.

If none of the seven alternatives to the third word fits what is happening, as might be the case if a pupil were watching his teacher talking to another adult, fixing a bulletin board, etc., the item may be left blank. This will indicate, when the first two words have been marked, that the teacher was <u>not</u> doing any of the other seven things listed as alternatives on this word.

Whenever the first word has been marked, the fourth and fifth words are automatically omitted and the recorder goes to the sixth word. If at the time the timer sounds, the adult and child are in physical contact (if the adult is buttoning the child's coat, has his arm around the child, or is leading him by the hand), the recorder marks 6.CNTC (contact).

If no actual contact is involved, but some material is exchanged or used by both (as when the teacher hands the child a pencil, or when the teacher adds a piece to the child's puzzle, 6.MTL (material) is marked.

If neither physical contact nor material is part of the event, but either the child or the teacher (or both) speaks, 6.VRB (verbal) is marked to indicate that the contact was verbal.

When none of these is involved, the sixth word is omitted. For instance, if the pupil catches the teacher's eye and she smiles at him, 1.STAR, 2.TCHR, 3.POS, 4.BLANK, 5.BLANK, 6.BLANK would be recorded thus far. If the pupil tugs at the teacher aide's hand while she talks to another pupil, 1.INIT, 2.AA, 3.BLANK, 4.BLANK, 5.BLANK, 6.CNTC would be recorded. If the teacher is reading a story to the class and the pupil is listening when the timer clicks, 1.PART, 2.TCHR, 3.SHTL, 4.BLANK, 5.BLANK, 6.VRB is recorded.

The seventh word was designed to indicate the sex and ethnic origin of any person a child is in contact with. If the adult is of the same sex as the child and of the same ethnic group as he is, 7.SSSG (same sex, same group) is marked. If she is of a different sex but the same group, 7.OSSG is marked. If the adult is of the same sex but of a different group, 7.SSOG is marked. If adult and child are of different sexes and from different ethnic groups, 7.OSOG is marked.

The eighth word is used to indicate the level of attention the pupil is paying to the ongoing activity, whenever any alternative to Item 1 has been marked. If the pupil is "doing what he is supposed to"--listening while the teacher reads, singing while she leads a song, etc., 8.COOP (cooperating) is marked. If not, one of the other four is recorded. 8.DSTR (distracted) is marked when the pupil is watching or listening to someone else. 8.RIS (responding to internal stimuli) is marked when the pupil does not seem to be in touch with anyone else, but is daydreaming or otherwise withdrawn. 8.WOA (working on other activity) is marked when he is occupied with some task different from the one structured for him at that time--reading while the teacher talks to the class, for example. 8.DSRP (disruptive) is marked when he is disturbing others by making noise, etc.

The ninth word is used to record two things: the level of physical activity of the child, and whether or not he is changing his location. If the child is moving about the room, either 9.HIWL (high with locomotion) or 9.MDWL (moderate with locomotion) is marked. If not, one of the other three alternatives is marked: 9.HINL (high, no locomotion), 9.MDNL (moderate, no locomotion), or 9.LOW (low activity).

9.HIWL or 9.HINL (high, with or without locomotion) is used if the child is moving arms or legs (or both) vigorously; 9.MDWL or 9.MDNL (moderate, with or without locomotion) when he moves arms or legs (or both) slowly; 9.LOW is used when only slight arm or head movement is observed. If no movement is observed, this word may be left blank.

When the child runs, 9.HIWL is marked; when he walks, 9.MDWL. Jumping up and down or scuffling is recorded at 9.HINL; building with blocks may be 9.MDNL. Writing or paging through a book is recorded by marking 9.LOW.

Since the tenth word is omitted when the first word is used, it will be discussed later, under Child-Material Contacts.

The eleventh word is used only when a child clearly expresses emotion, as when he laughs aloud, in which case, 11.POS (positive) is marked; or when he cries, in which case, 11.NEG (negative) is marked.

Figure 3 shows five statements describing the five examples of behavior below, which are numbered to correspond to the event numbers in the figure. (We shall assume that the teacher is a Negro female in all five examples.)

1. When the timer sounds, the teacher is answering a question asked by a Negro boy who is sitting on the floor listening.

Comments. Since the teacher is telling the pupil something in response to a question he raised, 1.INIT, 2.TCHR, 3.SHTL, and 6.VRB are marked. Since the pupil is sitting quietly and paying attention, 8.COOP is marked but 9 is left blank, 7.OSSG is obvious.

If the question had been asked by some other pupil, 1.PART would have been marked instead of 1.INIT if the teacher's answer had been addressed to the group, 1.LSWT if her answer had been addressed to the individual pupil who asked it, and our pupil had been listening.

2. The pupil (a white girl) has been having trouble opening a bottle of paste so she takes it to the teenage aide (a Negro boy); the timer sounds while she is watching him open it.

Comments. Again the adult (2.TAA) is responding to a solicitation (1.INIT) from the pupil (7.OSOG) involving material (6.MTL) by doing something for the child (3.DO4). Word eight is left blank because none of the alternatives apply. and word nine is also omitted because no activity is observed on the part of the child at the moment when the event occurs.

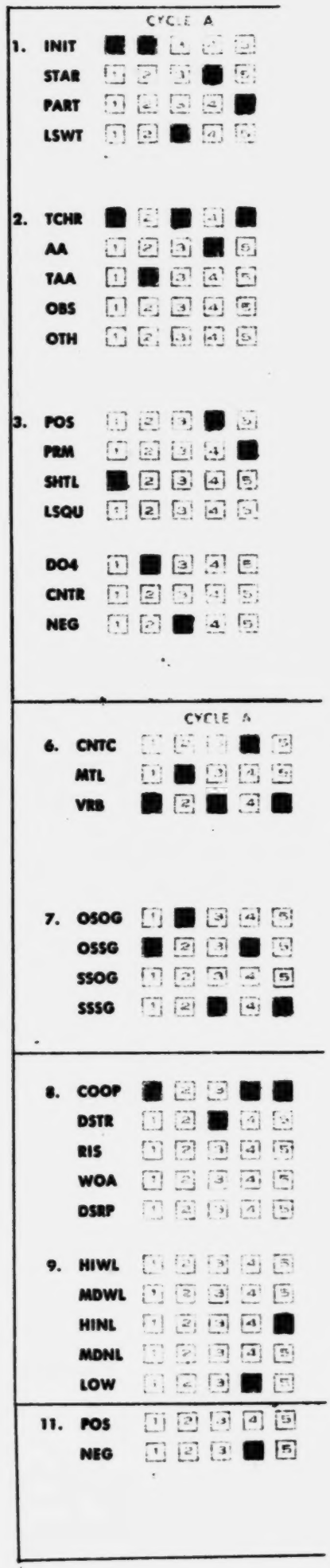

Figure 3. Sample Statements Describing Adult-Child Contacts

3. The pupil (a Negro girl) looks up from the picture she is drawing and watches the teacher reprimand another child.

Comments. Since the teacher's attention is on another child, 1.LSWT is marked with 2.TCHR. The pupil (7.SSSG) observes negative teacher behavior (3.NEG) which is verbal (6.VRB) and is distracted from her work (8.DSTR). No physical activity is observed on the part of the pupil.

4. The pupil, a Negro boy, leans back too far in his chair and falls over, bumping his head. He cries; the aide, a Negro woman, goes over and at the time the timer sounds she has her arm around him and is comforting him as he sobs violently.

Comments. The behavior of the aide (2.AA) is supportive (3.POS) and involves physical contact. The pupil (7.OSSG) accepts the attention (1.STAR, 8.COOP) but is still sobbing (11.NEG).

5. The Negro girl being observed is sitting with the rest of the class on the floor. The teacher is organizing the next activity and (at the time the signal sounds) is asking who would like to use the easel; our pupil has her hand up and is jumping up and down with eagerness to be chosen.

Comments. Since teacher is talking to the group, 1.PART and 2.TCHR are marked with 3.PRM, 6.VRB, 7.SSSG, 8.COOP, and 9.HINL. If the little girl had not been attending to the matter of who would use the easel but watching some other child instead 8.DSTR would be marked instead of 8.COOP.

Recording Pupil-Pupil Contacts

If when the timer goes off the recorder observes the pupil paying attention to another pupil rather than to an adult, the first three words are omitted and the recorder proceeds directly to the fourth word.

The first question to be asked in marking the fourth word is whether the child being observed, whom we shall call the pupil, is seeking the attention of another child (or group of children), whom we shall call the peer. If he is, the recorder must decide whether he is doing so in an aggressive manner--i.e., by attacking his peer physically or verbally--or not. If he is, 4.AGR (aggression) is marked. Otherwise 4.INIT (initiation) is marked.

If the pupil is not soliciting the attention of a peer, but a peer is seeking his, the observer marks 4.RST (resisting) if the pupil is fighting back

against aggression or refusing the initiation of a peer; 4.WTHD (withdrawing) if he runs away or otherwise tries to avoid the contact; or 4.COOP (cooperating) if he is seen reacting positively to a peer. If none of these apply, the word may be left blank.

The behavior of the peer is recorded in the fifth word in exactly the same manner.

Thus, if the pupil is seen trying to take a toy away from a peer who refuses to give it up, 4.AGGR, 5.RST is recorded. If the roles are reversed and the pupil being observed is trying to keep a peer from taking a toy, 4.RST, 5.AGG is recorded. If the pupil offers a toy to a peer who refuses to accept it, 4.INIT, 5.RST is recorded. If the peer asks the pupil for help in moving something, and gets it, 4.COOP, 5.INIT is recorded. If the pupil and one or more peers are collaborating on some project, 4.COOP, 5.COOP is recorded.

The observer then moves to the sixth word and records the content of the interaction according to the same rubrics as when the contact is between pupil and adult. The pupil trying to take away the toy from a peer would be recorded 4.AGGR, 5.RST, 6.MTL (unless there was physical contact, in which case it would be 4.AGGR, 5.RST, 6.CNTC). The case in which the pupil offered a toy to a peer would be recorded 4.INIT, 5.RST, 6.MTL. The peer asking for and getting help from the pupil in moving something leads to the following record: 4.COOP, 5.INIT, 6.MTL. Two pupils talking together would be recorded 4.COOP, 5.COOP, 6.VRB.

Item 7 is used in recording peer interactions in exactly the same way as in recording adult-child contacts. If, in the last example cited, the pupil being observed was a Negro girl and the peer contacted was a white boy statment would read 4.COOP, 5.COOP, 6.VRB, 7.OSOG. If the interaction is with two or more peers, 7.SSSG is marked only if all three are of the same sex and the same group; 7.OSSG if all are of same group but two sexes are present, etc.

Word eight is left blank whenever either the fourth or fifth word--or both--are marked.

Word nine is used in the same way as has been described under Adult-Child Contacts, to record the activity level of the pupil whose behavior is being recorded. (The peer's activity level is disregarded.)

Word ten is not marked when a peer interaction is being recorded because it is not usually relevant, so its use will be described below under Child-Material Contacts.

Word eleven is marked in the same way as has been described under Adult-Child Contacts.

Let us summarize what has been said in this section by discussing some typical statements about Pupil-Pupil Contacts, as shown in Figure 4. (The numbers shown correspond to the event numbers in the figure.) We shall assume that the pupil whose behavior is being recorded in each instance is a white boy.

1. The pupil runs up to a white boy, pokes him, and runs away. The other boy runs to the teacher and complains.

Comments. Poking a child is aggressive and involves physical contact (4.AGGR, 6.CNTC). The fact that the pupil ran over to a peer do do it constitutes high activity with locomotion (9.HIWL). The peer's running away is recorded as withdrawal (5.WTHD). Both are white male (7.SSSG). No affect is noted.

2. The pupil is paging through a book; a Negro girl speaks to him as the timer sounds and he hands her the book

Comments. The slow, minor movements of turning pages observed when the timer sounded are recorded at 9.LOW; the initiation from the peer is recorded at 5.INIT; the yielding of the book by the pupil at 4.COOP. No contact is observed, but material is involved (6.MTL).

3. The pupil and another boy, a Negro, are in the sandbox. During the time up to and including the moment when the timer goes off, the recorder sees them looking at each other and giggling every now and then.

Comments. It is impossible to identify either pupil as having begun this interaction, so 4.COOP, 5.COOP is recorded; since the pupil manifests enjoyment visibly, 11.POS is marked. No contact, material, or verbal behavior is involved in the interaction, so 6 is left blank. The only motion observed is of the head so 9.LOW is marked.

4. The observer sees the pupil fighting with another white boy. By the time the timer sounds, both are crying but still pummeling each other and the teacher has started over to quell the disturbance.

Comments. Both boys are recorded as exhibiting aggressive behavior with physical contact and negative affect (4.AGGR, 5.AGGR, 6.CNTC, 7.SSSG, 11.NEG). 9.HIWL is marked because as they struggle they move about.

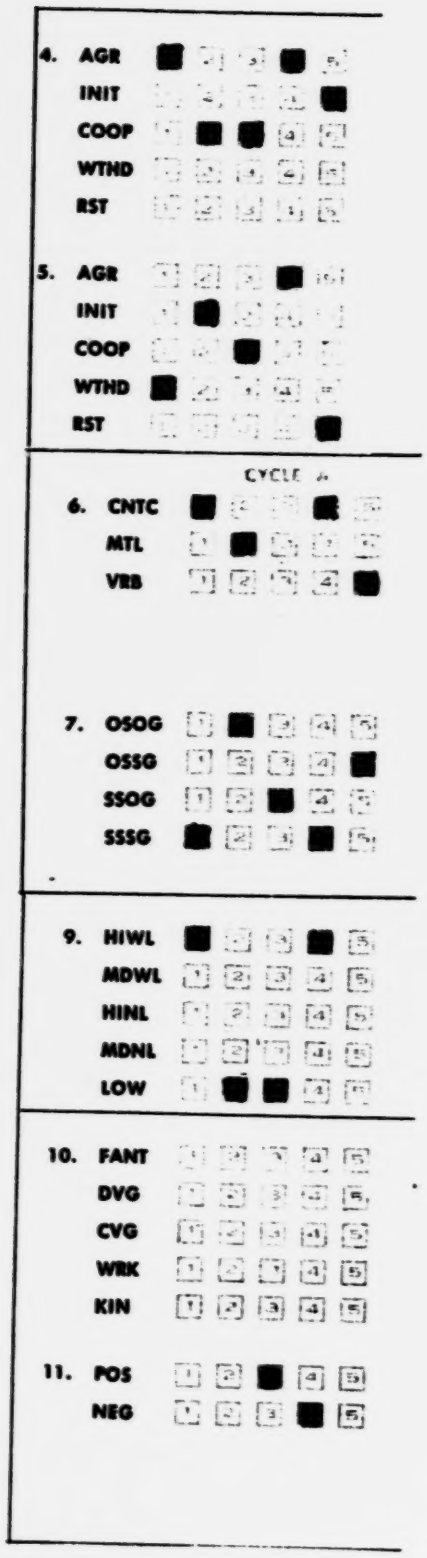

Figure 4. Sample Statements about Pupil-Pupil Contacts

5. The pupil is working with crayons at a table with several other children. At the time the timer is heard he has just asked a white girl next to him for a yellow crayon and she is refusing to lend him one.

Comments. Since there was no aggression but the contact was sought by the pupil, his behavior is recorded as initiating (4.INIT); the peer does not comply with his request so her behavior is recorded as resisting (5.RST). The content is verbal--no physical contact was made and no materials were used, so 6.VRB is marked. Item 9 is left blank because our child did not move. 7.OSSG is also marked.

Recording Child-Material Contacts

At those times when the timer sounds and the pupil is not in contact with an adult or interacting with a peer, the observer omits the first seven words entirely and begins recording at the eighth word.

If the child is busy at something, a mark is made either at 8.COOP or at 8.WOA (working on other activity).

If the child's attention wanders from the activity he is engaged in, his behavior is recorded at 8.DSTR (if something else has attracted his attention as when he watches the group at the next table), or at 8.RIS (if he is day-dreaming, wandering idly about, or in general not responding to his environment). 8.DSRP is marked whenever his behavior interferes with or disturbs others. (Note that if any of the others respond a peer interaction will be recorded instead of a Child-Material Contact.) 8.WOA should be marked only when the child is engaged in a task clearly inappropriate at that time.

The ninth word is recorded according to the same criteria as have been already described in connection with adult-child and child-child contacts.

The tenth word is used primarily to record the nature of a contact the child has with material, although it may occasionally be useful in describing behavior which does not directly involve material.

The first question the recorder must answer in using this word is whether the pupil is engaged in acting out a fantasy. Cues which indicate that he may be doing so include dramatic play (pretending to be an adult, for example), dressing up, imitating the behavior of someone, like a fireman or chauffeur, etc. If the child pushes a wheeled toy around in a purposeful fashion, perhaps making engine sounds as he does so, 10.FANT (fantasy) is marked.

If evidence of fantasy is not present, the observer should decide whether the activity is designed to accomplish some socially useful task, in which case 10.WRK (work) is marked. If the child wipes off a table, sweeps, passes out papers, etc., his behavior is recorded at 10.WRK.

If neither of these two alternatives apply, the observer asks whether the activity the pupil is engaged in has a sequential structure designed to achieve some purpose, or is merely repetitive or unstructured. Tossing a ball up and catching it, swinging back and forth on a door are examples of repetitive tasks which the child often seems to engage in just to be doing something. Such behaviors are recorded as kinesthetic and a mark is made at 10.KIN.

Activities which are sequentially organized in terms of an end-product or goal are classified as divergent (DVG) or convergent (CVG) mainly on the basis of whether or not the pupil himself is free to define the nature of his goal.

An activity may be divergent because it is aimed toward a goal defined by the pupil, as when he paints an original picture or builds something with blocks. Or it may be divergent because the pupil uses the materials in an original way, as would be the case if he used books as building blocks. Either would be recorded at 10.DVG.

A convergent activity may be so because it is material-bound, as when the pupil puts together a jigsaw puzzle or reads a book. Or it may be convergent because it is directed toward a goal set by the teacher, as when all of the pupils try to make a paper hat like one the teacher has shown how to make. Either of these would be recorded at 10.CVG.

The eleventh word is used in the same way as has been described previously to record manifestations of strong feelings.

Figure 5 shows statements describing the following five examples of child-material contacts, numbered to correspond.

1. The pupil is seen wandering around the room not paying much attention to anyone during a free play period.

Comments. This is an instance of responding to internal stimuli (8.RIS) while moving about at moderate speed (9.MDWL). No materials are contacted and no affect manifested.

2. The pupil is practicing buttoning and unbuttoning the buttons on one of the boards used in Montessori classrooms during a free play period.

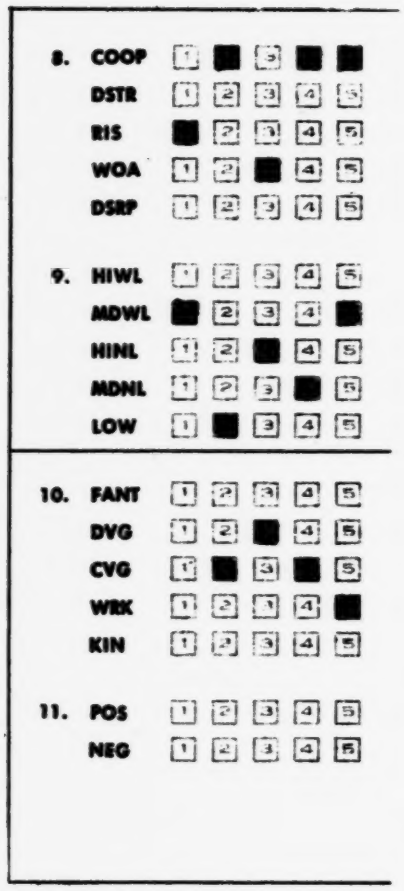

Figure 5. Sample Statements Describing Child-Material Contacts

Comments. This would be regarded as cooperating (8.COOP); activity level is low (9.LOW); and the task is convergent since the child is using the device as intended (10.CVG).

3. The pupil is modeling some sort of original creation out of clay during snack period. The modeling involves some slapping and pounding of the clay.

Comments. This is marked at 8.WOA because it is presumed that the child "should" be having a snack, 9.HINL because some vigorous arm movement is observed, and at 10.DVG because only the pupil knows what he is making, or can say when he is finished.

4. The pupils have each been given a pot, some dirt, and a few beans and shown how to plant them. Our pupil is trying to pour his sack of dirt into his flowerpot.

Comments. Pupil is cooperating (8.COOP) on a task set for him (10.CVG) which involves moderate activity without moving around (9.MDNL).

5. Pupil is picking up toys and putting them on the shelf while the other pupils are engaged in preparing to go home.

Comments. Pupil is working on a socially useful task (8.COOP, 10.WRK) which involves moving about at a moderate pace (9.MDWL).

Recording Static Conditions

When five events have been recorded in a given cycle, the recorder stops his timer, turns the PROSE form over, and records additional information about what happened during the cycle just concluded by marking appropriate alternatives to each of the 8 items on the back.

Items 1-5 are used to describe static conditions during the cycle--i.e., circumstances which were relatively stable for a period of time during the cycle.

1. Instructional Content. First the recorder thinks back over the period covered by the five statements just recorded and makes a judgment about what the teacher (or other adult playing the teacher's role) was trying to get the pupils to learn during that period--what she was "teaching."

ARITH (arithmetic) is marked (in box A, if cycle A is being described) if the teacher appears to be helping pupils learn something about number or quantity--to count or to measure, for instance.

ARTCRF (art or craft) is marked if the pupils are learning a skill connected with drawing, painting, modeling, or any other visual art. It should be remembered that pupils often use such materials as paints, crayons, or scissors when there is no instruction going on. This alternative should not be marked whenever arts-crafts materials are used, only when the recorder judges that the pupils are being taught how to paint, model, etc.

EXGM (exercise, game) is marked when the teacher has the pupils exercising, playing a game, or the like, apparently for the sake of relaxation or exercise. "Simon Says" is recorded here.

FRPL (free play) is marked when the teacher permits the pupils as individuals to select their own activity. There is no apparent common instructional goal for all pupils.

HLTHYG (health, hygiene) is used when the teacher is observed teaching the pupils principles or habits of good health or hygiene. Teaching them to brush their teeth or talking about what makes a good breakfast would be examples.

LANG (language) is checked when any language skill is being taught (or practiced under supervision). Pupils may be learning to associate words and objects in a singing game; the teacher may be reading a story and occasionally discussing a new word.

MUSRTH (music, rhythm) is marked when the teacher is trying to teach pupils something about music--a new song or how to play rhythm instruments, for instance. If it appears (as it often does) that singing is being used as a vehicle or medium for teaching vocabulary, health habits, etc., this alternative is not marked. (Use of music as a material or medium may be recorded at Item 8; if music is the content being taught, a mark is made here.)

RSTSNK (rest, snack) is marked when the activity has the purpose of satisfying physiological needs for food, drink, or rest.

RTNTRN (routine, transition) is used when the teacher is trying to organize or reorganize the class or to discharge some non-instructional function such as getting the drinks distributed or the galoshes on.

SCI (science) is marked when the teacher is trying to help pupils understand their physical environment--planting beans, talking about a moon shot, for instance.

SENS (sensation) is marked when the teacher is trying to teach students to discriminate sensations--colors, shapes, sounds, feelings, etc.

SOSK (social skills) is marked when the teacher tries to help students learn rules of behavior, manners, ethics, etc., (in or out of school). Explaining classroom procedures or teaching table manners would be recorded here.

SOST (social studies) is marked when the teacher is trying to help pupils understand their social environment--what the roles or duties of firemen or parents are, how children live in other cultures or subcultures, etc.

The basic function Item 1 is supposed to serve should be borne in mind in any attempt to record behavior on it. Unlike the statement categories on the other side of the instrument, this item is primarily intended to record the behavior of the teacher (or whoever plays this role during a given cycle) rather than that of the pupil with whom the form is identified. Reading the record should tell one what purpose or objective the teacher was working toward (whether or not the pupil being observed was cooperating with these efforts), and so describe to some degree the circumstances under which the events recorded on the other side occurred.

Four of the objectives listed--ARITH, LANG, SCI, SOST--represent the familiar basic subjects; there are three other somewhat less academic objectives also listed--HLTHYG, SOSK, and SENS. One of these seven alternatives will usually apply when the teacher may be said, in the everyday sense of the term, to be "teaching" something, and may be distinguished from each other on the basis of what that something is. (They also apply when the teacher is not "teaching" but rather is supervising individual or small-group activity, so long as all the pupils are working on the same "subject.")

One of two additional categories, MUSRTH and ARTCRF, may also apply in such circumstances; however (as has been suggested) these two types of activites are likely to show up not as subjects being taught but as media used to teach one of the seven other subjects already listed.

There are four categories, EXGM, FRPL, RSTSNK, and RTNTRN, which may be thought of as representing non-teaching objectives because their purpose is not directly instructional. The first three seem to exist for their own sake, and the fourth as a means whereby the achievement of other objectives may be facilitated. When the teacher is not "teaching," look for one of these.

There is no reason why two (or even more) alternatives on Item 8 may not be marked in the same cycle, either because the objective changed during the cycle, or because the goal seemed to be multiple or complex. SOSK and RSTSNK might

both be checked when a snack period was used as an occasion for learning something about table manners.

The behavior of only one adult is recorded here--that of the teacher or whoever acts as teacher in relationship to the child being observed. If the class is divided into two groups, for example, and the child is in a group led by an aide, it is the subject the aide is trying to teach that is recorded on Item 1.

2. Adult Roles. Item 2 is used to record the roles played by adults in the classroom. Unlike Item 1, on which the behavior of one adult is recorded, the role of every adult (except the PROSE recorder) should be recorded. The teacher's role is first recorded by marking Box T under cycle A (if that is the one being recorded) opposite that role. If another adult (or adults) is playing a different role, Box O is marked under cycle A opposite that role. If another adult is playing the same role as teacher, Box O is not marked. Box T and Box O both must never be marked on the same role during the same cycle.

SHOW is marked when the adult is informing or instructing by non-verbal means--e.g., demonstrating, operating, or exhibiting.

TELL is marked when the adult is informing or instructing by verbal means--explaining, narrating, reading.

LEAD is marked when adult and pupils are doing the same thing under the teacher's direction--e.g., singing or marching.

DSCS (discuss) is marked when there is dialogue--both adult and pupils speak.

PEER is marked when the adult acts like a pupil--is a member of a group but not its leader.

MNG (manage) is marked when the adult is giving directions or orders and the pupils are carrying them out; as when the teacher dictates spelling words and the pupils write them down.

SPVS (supervise) is marked when the pupils are working and the adult moves around, watching and offering help or suggestions whether asked to do so or not.

RSRCE (resource) is marked when the pupils are working and the adult is available for help when asked, but does not go to the pupil and offer it.

HSKP (housekeeping) is marked when the adult is not interacting with pupils but works with materials on such public tasks as posting items on the bulletin board, straightening up, or preparing a snack.

INDATT (individual attention) is marked when the adult spends a substantial period of time with one pupil during which she is not available to others. If the adult is moving about spending a minute or two with one child, then a few minutes with another, SPVS is marked. If a pupil comes up to ask for help and stays a few minutes, RSRCE is marked. But if one child is taken aside and an aide or the teacher works with him while someone else attends to the rest of the class, INDATT is marked.

LSWT (listening, watching) is marked when the adult is inactive but attentive to what the pupils are doing. She may be listening during show-and-tell, watching while pupils take a test, etc., but must not be playing any active role in what goes on.

NCNT (no contact) is marked when the adult is not in touch with pupils at all--sitting at her desk reading or correcting papers, perhaps. If a pupil may go up and interrupt her, RSRCE should be marked; but if it is apparent that "teacher is busy," NCNT is marked.

3. Psychological Distance. This item is used to record how near or far from others the pupil being observed was during the cycle. Since alternatives are not offered to cover all possible situations, this item may be left blank when no alternative is appropriate. Normally, the item is marked only when the pupil is a member of a group of at least three pupils. The first two alternatives apply only when the group also contains an adult.

NEXT is marked when the pupil being observed is closer to the adult than any of his peers; so close that the adult must be aware of his proximity and giving (at least) tacit approval to it. Sitting on the piano bench while the teacher plays the piano, or in her lap as she tells a story are examples.

NEAR is marked when the pupil is closer to the adult than any of his peers, but not so close that there is any indication that the adult appears conscious of his nearness. When a child sits between a circle of pupils listening to the story and the teacher who is reading it, but still a foot or two away from the latter, NEAR is marked.

MID (middle) is marked when the pupil is in the middle of the peer group--i.e., has other pupils on two sides of him, or at least one pupil farther from the center of the group (or the teacher) than he is.

FRNG (fringe) is marked when the pupil is on the edge of the group--near one or more pupils, but farther from the center or the adult member than the others.

OUT (outside) is marked when the pupil has left the group of which he is nominally a member, to wander elsewhere or perhaps to stand or sit at some distance. This is also marked when the pupil stands near a group, watching but not joining in their activities.

4. Grouping. This item is used to indicate the size of the group the child spent the cycle in, and whether or not the group contained an adult.

Group size is indicated by choosing whichever alternative fits the number of pupils in the group: ONE, TWO, 3-5, 6+ (i.e., more than six but not all of the pupils in the room), and ALL (when the whole class is organized as one group). The mark is made at AD if an adult is a member of the group; at NA if no adult is present.

5. Climate. This item is used to record the general impression the observer gains of the emotional and motivational state of the class as a whole during the last cycle of statements. As was the case with Item 4, the number of alternatives offered to Item 5 does not cover all possible situations, so it need not be marked on every cycle; rather, it should be used when the recorder does gain a definite impression describable by one of the six choices provided.

This item, unlike the other items on the instrument, is highly subjective--that is, it is difficult for a recorder to identify the precise behaviors on which his impression is based. But, again unlike other PROSE items, this one is designed to record an impression rather than a specific category of behavior.

ATT EXC (attentive, excited). The class is listening closely to the teacher or concentrating on the work it is doing, but there is a feeling of eagerness or (not unpleasant) suspense (as though the first to finish would receive a coveted prize).

ATT TNS (attentive, tense). Again the class is listening closely or working intensively, but there is a feeling of anxiety or fear (as though the last to finish would suffer some unpleasant punishment).

NSY EXC (noisy, excited). The class is in somewhat of an uproar, many or most of the pupils are not attentive or at work, but are talking, shouting, and probably moving about in a disorderly fashion.

NSY BSY (noisy, busy). The class may appear in a slight uproar, or hubbub, but pupils are constructively occupied in tasks which need (or at least are not incompatible with) considerable talking.

QU BSY (quiet, busy). The class is orderly and quiet; pupils are actively attending to their work; there is little or no excitement, pleasurable or anxious.

QU IDL (quiet, idle). The class is orderly and quiet but few or none of the pupils are working. They may be waiting for something; if so, they are not eager about it and there is no feeling of suspense.

Recording Behavior Signs

Items 6 and 7 on the second side of the PROSE form are used to record events called signs. Certain rather specific types of happenings are regarded (for one reason or another) as significant because they are signs or symptoms of characteristics that are of interest to us. Such a happening is referred to as a sign.

Most signs are observed relatively seldom in the behavior of the individual pupil. If these behaviors were recorded only if and when they were observed at the same time as the timer clicked, the chances would be very small that a particular one would be recorded at all, even if it happened to a child during the time he was being observed. Signs are used to record some of the things that do not happen very often; statements are used to record things that do.

Therefore, after each set of statements and the static conditions which prevailed during that cycle have been recorded, the recorder marks on the list provided in Items 6 and 7 each sign that he remembers having seen happen during that cycle. Most of these signs are unusual enough so that it is not likely any will happen more than once in so brief a period; but even if one does occur more than once in the same cycle, only one mark is made opposite that sign in the box for that cycle.

Suppose, for example, that the pupil being observed tattled on a peer during cycle A. After recording the static conditions on Items 1-5, the recorder would mark Box A opposite TATTLED on Item 6. If the pupil had somehow managed to tattle more than once during cycle A, the recorder would still make only the one mark in Box A opposite TATTLED.

Some signs, such as USED NUMBERS, may occur frequently, or continue to occur for most or all of a cycle. In such a case, one mark is made opposite that item in that cycle to indicate that that event happened. It is not necessary to indicate how often or for how long a sign was observed--only whether it was observed.

The recorder may mark none, one, or as many alternatives to Items 6 and 7 during one cycle as she observes during the cycle, so long as she clearly saw each one happen. When in doubt whether a particular sign occurred, it is best not to record it.

The 27 signs listed under Item 6 are recorded only when they happen to the pupil being observed. No matter what may happen to another child, it is not recorded here.

USED NUMBERS is marked whenever the pupil was observed in any activity in which he used numbers--counted, sang a song such as "Ten Little Indians," etc.

USED WORDS is marked after any cycle in which the pupil used words--talked, sang, wrote, manipulated flash cards with words on them or played a word game, etc.

SNG, TKD to SLF (sang or talked to himself) is marked after each cycle during which the pupil was observed talking (or singing) to himself.

Most of the remaining alternatives are self-explanatory (once the abbreviations have been deciphered).

HELPED OTHER P (helped another pupil).

COMFORTED P (comforted or sympathized with another pupil.)

SHAFF P (showed affection for another pupil).

ASKED P for HELP (asked another pupil for help).

REC'D HLP, AFF (received help or affection).

REJECTED BY GRP (rejected by group). This is marked after any cycle in which the pupil being observed tried to join a group which would not admit him or was ejected from a group.

ACCIDENT, HURT is marked after a cycle during which the pupil fell down, bumped his head, etc.

SHOWED FEAR

CRIED

LOST TEMPER

TATTLED

LED OTHER P (led other pupil). This is marked after a cycle in which the pupil asked another pupil to do something (as if he said "Let's play checkers.") and the peer complied.

BOSSED OTHER P (bossed other pupil). This is marked after a cycle during which the pupil commanded or told another pupil to do something--"You pick up the blocks while I get the game."--and the other pupil complied.

WRECKED SOMETHING is marked after a cycle during which the pupil knocked down a block construction, broke a toy, etc.

REFUSED HELP is marked after a cycle in which a pupil was offered help (by adult or peer) and refused it.

RESISTED AD (resisted adult) is marked after a cycle in which an adult request or command was resisted openly by the pupil. Resistance here means something more than failure to comply or obey, whether verbal ("No, I won't.") or physical (kicking and pulling away from the adult).

DISOBEYED is marked after a cycle during which the pupil failed to comply with a request or command.

SHOST TO AD (showed hostility toward adult) is marked after a cycle during which the pupil expressed negative feeling about an adult.

RID (ridicule) is marked after a cycle in which the pupil or his behavior was ridiculed by an adult.

BAD EX (bad example) is marked after a cycle during which the pupil, his work, or his behavior was called to the attention of his peers as an instance of what is not acceptable or desirable.

GOOD EX (good example) is marked at the end of a cycle during which the pupil, his work, or his behavior was called to the attention of his peers as an example of what is desirable or superior.

CHORE, ERRAND is marked at the end of any cycle during which the pupil being observed performed a chore or errand for the teacher (or other adult).

SHAFF AD (showed affection for adult) is marked after any cycle during which the pupil manifested positive feelings for the teacher or another adult.

WAITED is marked after any cycle during which the pupil waited for a turn (as at the pencil sharpener), in line, or for the teacher to recognize his upheld hand.

The signs listed under Item 7, unlike those under Item 6, refer to adult behaviors and are recorded whenever observed by the pupil whether or not he is directly involved. If the pupil is a part of what happens--if it happens to him as an individual or as a member of a group to which the behavior is directed, Box P (participate) is marked opposite the sign under the cycle. If it happens to some other pupil or group, and the target pupil is a spectator to it, Box W (watching) is marked opposite the sign.

CLD4QT (called for quiet) is marked after any cycle during which pupil observed an adult admonishing a pupil or group to make less noise.

THRT (threat) is marked after any cycle during which the pupil heard or saw an adult warn someone that a certain course of action would result in punishment.

LSTMP (lost temper) is marked if the pupil observed an adult display anger during the cycle.

LFTW (laughed with) is marked after any cycle during which the pupil observed an adult and one or more pupils laughing together about something. If only an adult or only the pupils laughed, no mark is made.

PHRSTR (physical restraint) is marked at the end of any cycle during which the pupil saw an adult use physical force to control a pupil.

It has been mentioned that as many signs may be marked in any one cycle as are observed. This is true of both Items 6 and 7. However, the same sign cannot be marked twice; if a pupil heard the teacher threaten another child and also was threatened himself during the same cycle, only Box P is marked. Box W is used only when the event in question did not happen to the target pupil during the cycle, but was seen happening to someone else.

Recording Materials and Locations

Item 8 is used for two purposes; to record materials used by the pupil and to record locations in which he spends his time. Thirty alternatives are provided, 24 of which refer to types of materials commonly found in classrooms, and six of which refer to locations.

Recording materials used. At the end of each cycle of five statements, after static conditions have been recorded on Items 1-5, and appropriate signs marked on Items 6 and 7, the recorder marks each type of material with which the pupil has come into contact during the cycle in Box M, opposite that type of material and under the appropriate cycle. If the pupil did not use any materials during the cycle, none of the M boxes is marked. If the pupil comes into contact with materials fitting into two or more different categories during the cycle, two or more M boxes should be marked in that cycle.

ART (PAINT, CLAY) is marked in Box M after a cycle during which the pupil used crayons, paints, modeling clay, drawing paper, or any other materials used in the visual arts.

CRAFT is marked when the pupil has used materials designed for crafts--scissors, paste, beads, construction paper, etc.

MUSICAL INSTR (musical instrument) is marked if the pupil has used a musical instrument--piano, tambourine, triangle, ukulele, etc., during the cycle.

BOOKS, WRITING (books, writing materials) is marked after a cycle in which the pupil has used verbal materials such as books, pamphlets, writing paper, or the like.

PUZZLES, QU GAMES (puzzles, quiet games) is marked after a cycle in which the pupil used a game, jigsaw puzzle, etc., designed to be used in quiet play.

Note that to some extent the one of these categories into which a piece of material is classified depends in part on what the pupil does with it. It may be difficult to distinguish among drawing paper, construction paper, and writing paper from across the room; but it may be inferred if a pupil writes on it, that it is writing paper; if he cuts it up, that it is construction paper, and so on.

BLOCKS is marked after a cycle during which the child used building blocks.

WHEEL TOYS is marked after one in which he has used a truck, wagon, tricycle, or other toy whose main feature is wheels.

TOOLS, WK BENCH (tools, work bench) is marked when the child has used carpentry or shop tools.

These last three items are meant to refer to toys normally thought of as "boyish" toys. Thus a doll carriage would not be recorded as a wheel toy but under DOLLS (below). A broom and dustpan, by the same reasoning, are not recorded as TOOLS, WK BENCH but as CLEANUP TOOLS (below).

SAND is marked when the child was observed during the cycle just finished playing with sand.

GYM, EXERCISE (gymnasium or exercise equipment) is marked at the end of a cycle during which the child played with sports equipment--ball or bat, swing, ping pong, etc.

PET is marked if during the cycle the pupil was in contact with a live pet, whether a turtle, fish, rabbit, or whatever.

CLOTHES, JEWELRY is marked after a cycle in which the pupil has dressed up in, or otherwise used grown-up clothes, costumes, costume jewelry, etc. It is also marked when he has done something to or with his own clothes--as when he puts on his coat and overshoes.

FOOD, WATER is marked if a pupil came into contact with food, water (or any other beverage) during the cycle, whether to eat or drink, to wash or play with water, or perhaps to pass out drinks for snack time.

DOLLS is marked after a cycle during which the pupil has used or played with a doll or with a toy associated closely with dolls as doll clothes, doll house, doll buggy, etc.

HOMEMAKING is checked when the child has used materials such as pots and pans, play dishes, table and chairs which are kept in a special "homemaking" area in many classrooms.

CLEANUP TOOLS is marked at the end of a cycle in which the pupil has been observed using a broom, wastebasket, dustcloth, or other tool used to keep the classroom clean.

AUDIO-VISUAL DEV (audio-visual device) is marked after a cycle during which the pupil used a phonograph, tape recorder, or any other mechanical device of this type.

SP INSTRC DEV (special instructional device) is marked when the child has used any of the many gadgets found in some classrooms which have been especially designed as teaching or learning aids. Examples include the abacus, blackboard, maps or globes, Cuisenaire rods, teaching machines, or any of the special devices seen in Montessori classrooms. Not included are toys, quiet games or puzzles, audio-visual devices, science equipment, or any materials fitting into other categories.

SCIENCE EQUIP (science equipment) is marked at the end of any cycle during which the pupil was observed using laboratory equipment such as test tubes, magnifying glasses, or any device especially designed for science teaching.

Doubtless among the many objects, gadgets, and materials used in classrooms the recorder will encounter some not specified in the above list. In such instances, whichever category seems to come closest may be marked, or else the item may be left blank.

Recording locations. Item 8 is also used to record where the pupil spent his time during the cycle of statements by marking one or more of the L boxes under that cycle.

The principal means by which the observer records a pupil's location is by indicating what material is stored near where he is. Thus if a pupil spends time near the sink during a cycle, Box L opposite FOOD, WATER would be marked for that cycle so long as Box M opposite FOOD, WATER has not already been marked. If the pupil was observed throughout the cycle playing with sand in the sandbox, so that Box M would be marked opposite SAND, Box L would not be marked. In such a case, no location would be marked at all. Under no circumstances may Box M and Box L both be marked on the same alternative in the same cycle. If the pupil played with sand in the sandbox part of the time and spent the rest in the science corner watching another child, Box M would be marked opposite SAND, and Box L opposite SCIENCE EQUIP.

The last six alternatives to Item 8 list six locations commonly found in classrooms that are not associated with any particular materials. If a child spends time during a cycle in one of these places, Box L opposite that place is marked.

ASSIGNED SEAT is marked if the pupil sat in a place assigned to him by the teacher. When the pupils take seats, as for a snack, it is not usually difficult to infer from their behavior whether they are choosing their own seats or going to places predesignated in some way. In the latter instance, Box L opposite ASSIGNED SEAT should be marked, as well as Box M opposite FOOD, WATER. In the former, only Box M opposite FOOD, WATER should be marked.

TEACHER'S DESK is marked after each cycle during which the child was observed at or near the teacher's desk or table.

OPEN AREA is marked on any cycle in which the pupil worked or played in the open area found in most classrooms, an area containing no tables and not used for the storage of any materials.

TOILET is marked on any cycle during which the pupil goes to this location.

PLAYGROUND is, of course, marked when the pupil was in the playground.

OUT OF ROOM is marked when he left the room and went somewhere else during the cycle.

This completes the PROSE record for one cycle in the experience of one pupil. It represents an unselected sample of events that happen to that pupil in school, in the form of five statements describing five events, supplemented by data describing some relevant conditions under which the events took place.

END

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